Nineteenth-Century American Women's Narratives

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HIST 338/SWGS 338
TR 1-2:15
HBH 22

DESCRIPTION
This course examines the experiences of women in the United States during the nineteenth century through a variety of materials including fiction, scholarly works, and primary sources to explore the social and legal status of women and consider the impact of race on women's lives. For instance, white women labored outside of the home in increasing numbers and fomented social change, even if they could not force electoral change. Most women of African descent experienced the radical transformation from property to citizen wrought by the Civil War, but found that like their white counterparts, they still could not vote and lacked the rights to fully participate in the American polity. And native women struggled to maintain cultural practices in the face of the continued march of Americans, many of whom were women, to the west. Students will also gain a general overview of nineteenth-century American history to put these narratives into context.

COURSE OBJECTIVES
Upon completion of this course, students will be able to describe the changing position of women in American society during the nineteenth century. This course also strives to develop students' historical skills. Thus, discussions will focus on distinguishing between various types of sources, ask students to analyze and contextualize primary source documents (the women's narratives), and require students to critique written work. The written assignments focus on teaching students to build and support an argument in an essay. Over all, this course should also improve students' ability to communicate effectively orally and in writing.

TEXTS
Melton McLaurin, *Celia, a Slave*
Harriet Jacobs, *Incidents in the Life of a Slave Girl*
Harriet E. Wilson, *Our Nig; or, Sketches from the Life of a Free Black*
Kate Stone, *Brokenburn: The Journal of Kate Stone, 1861-1868*
Rachel Calof, *Rachel Calof's Story: Jewish Homesteader on the Northern Plains*
Mourning Dove, *Mourning Dove: a Salishan Autobiography*

There are also various articles and selections from other texts available through Owl-Space.

RESPONSIBILITIES
Attendance: Each student is expected to attend class regularly and punctually. Roll will be taken during each class. More than **FOUR (4)** unjustified absences during the course of the semester will result in a penalty: **YOUR FINAL GRADE WILL BE DEDUCTED BY A FULL LETTER GRADE FOR EACH SUBSEQUENT UNJUSTIFIED ABSENCE**. Justified absences generally require documentation from a physician or university official or prior notice to the instructor. Students must present their documentation to the instructor within **ONE** week of the absence.

Class meetings: Each student should have read the assigned materials **before** class and be prepared to participate in class discussions. **PLEASE TURN OFF CELL PHONES DURING CLASS**.

Paper Assignments: Written assignments will be **due at the beginning of class.** On assignment due dates, students' written work will be the subject of the class meeting. Thus, it is vital that students complete their assignments by the beginning of class. **Assignments received after the start of class will be considered late**. Each day the assignment is late will result in a full letter grade deduction starting after **1PM** on the due date. At midnight, a second letter grade deduction will be taken. Each subsequent midnight that passes will result in a further letter grade deduction. **ASSIGNMENTS NOT RECEIVED ONE WEEK AFTER THE DUE DATE WILL RESULT IN A PENALTY: 50 POINTS WILL BE DEDUCTED FROM THE STUDENT'S FINAL GRADE.** Students must provide an official excuse for emergencies from the appropriate university office to avoid this penalty. Be advised, poor planning on your part does not constitute an emergency on my part.

In conjunction with the written assignments, students are also required to meet individually with me once during the semester to discuss the student's writing.

STATEMENT REGARDING DISABILITY
Any student with a documented disability seeking academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain as confidential as possible. Students with disabilities will need to contact Disability Support Services in the Allen Center (phone: 713 348 5841, e-mail adarice@rice.edu).

ACADEMIC INTEGRITY
All students are expected to behave with academic integrity, which means avoiding all forms of academic dishonesty including cheating and plagiarism. According to the Honor Council, plagiarism is "quoting, paraphrasing or otherwise using another's words or ideas as one's own without properly crediting the source" (http://honor.blogs.rice.edu/files/2011/01/Academic-Fraud-and-the-Honor-System.pdf). Your work should be the original product of your own efforts.

EVALUATION
1. 15% (75 points) based on class participation in discussion
2. 15% (75 points) based on short (less than 1 page) weekly writing assignments
3. 10% (50 points) based on a short paper (2-3 pages, the instructor will provide the topic)
4. 15% (75 points) based on a short paper (2-3 pages, the instructor will provide the topic)
5. 20% (100 points) based on a short paper (3-5 pages, the instructor will provide the topic)
6. 25% (125 points) based on a short paper (4-6 pages, the instructor will provide the topic)

The grading scale is as follows:

A	= 93% and above	= 465+ points
A-	= 90-92%	= 450-464 points
B+	= 88-89%	= 440-449 points
B	= 83-87%	= 415-439 points
B-	= 80-82%	= 400-414 points
C+	= 78-79%	= 390-399 points
C	= 73-77%	= 365-389 points
C-	= 70-72%	= 350-364 points

D+ = 68-69%	= 340-349 points
D = 63-67%	= 315-339 points
D- = 60-62%	= 300-314 points
F = 0-59%	= 0-299 points

The instructor reserves the right to make any changes to the syllabus.

COURSE SCHEDULE

Jan 14	Introductions, explanation of expectations and responsibilities
Jan 16	Lockley, "A Struggle for Survival," Owl-Space
Jan 21	Miles, "Circular Reasoning," Owl-Space
Jan 23	Perdue, "Catharine Brown, Cherokee Convert to Christianity," Owl-Space
Jan 28	Webb, "Forgotten Persephones," Owl-Space *Covered Wagon Women 1* excerpts, Owl-Space
Jan 30	Lecompte, "The Independent Women of Hispanic New Mexico", Owl-Space *Covered Wagon Women 2* excerpts, Owl-Space
Feb 4	**Paper Due**
Feb 6	Jacobs, *Incidents in the Life of a Slave Girl,* 1-88
Feb 11	Jacobs, *Incidents in the Life of a Slave Girl,* 88-164
Feb 13	McLaurin, *Celia,* chapters 1-4
Feb 18	McLaurin, *Celia,* chapters 5-8
Feb 20	Wilson, *Our Nig, 1-72*
Feb 25	Wilson, *Our Nig, 73-140*
Feb 27	**Paper Due**
Mar 3-7	****NO CLASS, SPRING BREAK****
Mar 11	Stone, *Brokenburn,* 1863-1864
Mar 13	Stone, *Brokenburn,* 1865, 1867, 1868
Mar 18	Roberts, "The Confederate Belle," Owl-Space
Mar 20	Lapansky, "Feminism, Freedom, and Community," Owl-Space Long, "Charlotte Forten's Civil War Journals," Owl-Space
Mar 25	**Paper Due**

Mar 27	Calof, 1-103
Apr 1	Calof, 135-153
Apr 3	****NO CLASS, MIDTERM RECESS****
Apr 8	Lee, "Exclusion Acts," Owl-Space
Apr 10	Oharazeki, "Listening to the Voices of 'Other' Women," Owl-Space
Apr 15	Mourning Dove, *A Salishan Autobiography,* part I
Apr 17	Mourning Dove, *A Salishan Autobiography,* parts II-III
Apr 22	Garceau, "Mourning Dove: Gender and Cultural Mediation," Owl-Space
Apr 24	Last Day of Class
May 2	**ALL DEGREE CANDIDATES, Final Paper due by 5pm**
May 6	**Final Paper for all non-graduating students due by 5pm**